Jackson COLLEGE

Monitoring Report

Student Learning

November 13, 2017

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Executive Summary

This ENDs Monitoring Report focuses upon Jackson College's efforts to advance student success and completion as part of its Total Commitment to Student Success (TCS^2) initiative. The College employs multiple efforts to increase the number of students who complete degrees, certificates, credentials of market value, and/or transfer to a baccalaureate-granting institution. These efforts contribute not only to our local communities, but also to an educated United States citizenry and a globally competitive workforce. Key measures of ENDs completion performance include: 1) Fall to Winter retention rate; 2) Fall to Fall retention rate; 3) transfer rates to a two- or four-year institution; and 4) completion of credentials of market value (certificates and degrees). These metrics are utilized because they are what the state and federal government use to measure our performance as a higher education institution and because they allow us to benchmark against normative data sets.

This report summarizes the work accomplished since November 2016, when the last Board Student Learning monitoring report was presented. Also included herein are descriptions of the current state of practice, improvement strategies, performance trends and goals for future action.

This report demonstrates that the College is making key improvements in some areas, such as a 7.4% increase in our two-year completion metrics (see table below). This report also identify areas in which we have encountered challenges, such as a 4% decline in fall-to-fall retention (see table below). With a variety of factors impacting the overall success and retention of Jackson College's students, the College must continue to identify, pilot, and scale up the most effective interventions that address student needs and support student success. Many strategies have proven to be successful, including our Blended Course (co-requisite) model in writing, Supplemental Instruction, Rapid Review Math, and Guided Pathways. We have also recently engaged in learning about Business Model Innovation (BMI) and are exploring ways to not just implement tweaks to the way we support student success, but rather explore ways we can *transform* our business model to deliver even more value to our students.

Speaking of transformation, over the last few years a core focus of faculty and staff across the College has been on our guided pathways work. Under the leadership of the Guided Pathways Steering Committee, the College met its timeline of launching our six new pathways last year (Fall 2016) and is in the process of focusing on building strong transfer pathways and concomitantly minimizing unnecessary course prerequisites. In addition, this year we will be engaged in several initiatives, including revising our Student Success Navigator model from a generalist model to a program specialist model; increasing the number of programs offered in an accelerated 7-week format; piloting competency based (CBE) courses and working on the development of two CBE-based programs in Allied Health; and developing and implementing a summer bridge program designed to help students who are deemed academically ineligible for housing, improve their assessment scores and qualify to live in Campus View for the fall semester.

Guided by our mission, vision, values, and beliefs, the College remains totally committed to the success of our students. As detailed in this report, there continues to be significant and comprehensive work underway across the institution that aims to address the myriad of factors that impact the success outcomes of our students.

Key Performance Indicators

Metric	Current	Prior Year	Goals	Benchmark	Trend (↑ ↓ or ↔)
Fall-to-Winter Retention	**73%**	73%	**90%**	71% (Governor's Dashboard)	↔
Fall-to-Fall Retention	**40%**	44%	**80%**	55.01% = 90th rank (NCCBP*)	↓
Completed certificate or degree within 2 years	**4.6%**	2.8%	n/a	32.23% = 90th rank (NCCBP*)	↑
Transferred to a two- or four-year institution within 2 years	**27%**	21.4%	n/a	Transfer to 4-year: 19.83% = 90th rank (NCCBP*)	↑
Total 2-year completion	**31.6%**	24.2%	45%	46.06% = 90th rank (NCCBP*)	↑
Completed certificate or degree within 6 years	**15.1%**	15.9%	n/a	23% (VFA*)	↓
Transferred to a two or four year institution within 6 years	**35.5%**	36.2%	n/a	25.4% (VFA*)	↓
Total 6-year completion	**50.6%**	52.1%	**70%**	48.4% (VFA*)	↓

NCCBP = National Community College Benchmark Project
VFA = Voluntary Framework for Accountability

Institutional Context

Jackson College is committed to the success of our students (TCS[2]) and ensuring they complete a credential of market value and/or transfer to a baccalaureate-granting institution. The College is known as a leader within the State and on a national level as having the success of our students as our top priority. For example, we were in the first round of schools selected in Michigan to be part of the Achieving the Dream (ATD) initiative and have also been recognized as a "Leader College" within ATD. We were the first school in Michigan to adopt the Accelerated Learning Program (ALP) model that blends developmental writing with college-level writing. (As explained below, as of Fall 2016, we have fully scaled this work to positively impact 100% of our developmental writing students.) We were selected through a highly competitive process to participate as one of 30 colleges nationwide in the AACC Pathways Project. Our work with guided pathways and our Student Success Navigators model has been studied and benchmarked against, both locally and across the country.

Over the years, we have implemented numerous strategies designed to increase our students' academic success and eventual completion, such as Supplemental Instruction, mandatory orientation, mandatory start dates, multiple measures for course placement, tutoring, professional development for all instructors, distance learning strategies, required first year seminar (SEM 140), math pathways, the federal TRiO program, career coaching, guided pathways, Student Success Navigators, and more. We continue to focus on best and promising instructional practices and trends in learning and instruction when developing strategic goals and identifying initiatives designed to achieve those goals. We have just recently engaged in learning about Business Model Innovation and are exploring ways to move beyond incremental

change to explore ways we can innovate and *transform* our business model to create, deliver and capture even more value for our students.

External Context

In 2009, President Obama set the stage for the Completion Agenda when he called on all community colleges to increase the number of community college students completing a degree to 5 million students by 2020, a 50% increase. In response, the "Completion Agenda" became the overarching goal for numerous organizations and agencies, including the American Association of Community Colleges, League for Innovation, Center for Community College Student Engagement, and philanthropic organizations, such as the Lumina Foundation, the Gates Foundation, and the Kresge Foundation. Each organization determined its own particular deadline and achievement goal, but the theme was common: increase the total number of student completions within a finite period.

Student learning and completion is also in the national spotlight as funding for public colleges is being based, at least in part, on student outcomes. Outcome measures include degree completion rates, course completion, time to degree, transfer rates, the number of degrees awarded, or the number of low-income and minority graduates. Currently, the National Conference of State Legislators indicates that 32 states have already implemented a portion of higher education funding on performance metrics, with five more states in the process of transitioning to some type of performance funding. Percentages vary greatly from less than 1% in Illinois to 100% in Tennessee and Ohio. Indeed, a portion of Michigan's funding to community colleges is based on institutional performance. Interestingly, our elected officials initially sought to increase the percentage of state aid allocated on the basis of performance metrics. While this measure was defeated, we do believe that it is only a matter of time before a higher rate of state aid is tied to performance outcomes.

Regardless of the state funding tied to performance, at Jackson College we always aim to perform our best to support student success. As our mission states, "Together we inspire and transform lives." To accomplish this mission, our students must be prepared to transfer and/or successfully enter the workforce to earn a life-sustaining wage for themselves and their families. According to Georgetown University's Center on Education and the Workforce, by 2020, 65% of all jobs in the economy will require postsecondary education and training beyond high school (Carnevale, Smith & Strohl, 2014). Meanwhile, in Jackson County, only 27.4% of adults are in possession of a post-secondary credential (U.S. Census American Community Survey, 2017). That means our work at Jackson College is not only extensive in scope; it is vital.

Institutional Performance Reporting and Assessment

A. Balanced Scorecard:
The key performance indicators (KPIs), or metrics, specified below in Figure 1 are included on the 2016-2017 college-level balanced scorecard. The selected measures reflect an important assessment of Student Learning. Please note that, in general, it is best to view metrics over a multi-year average whenever possible. While it appears there was a decrease in success last year, over a three-year average, the College has remained relatively consistent.

Figure 1: Student Learning KPIs

Student Learning: Student Completion or Transfer
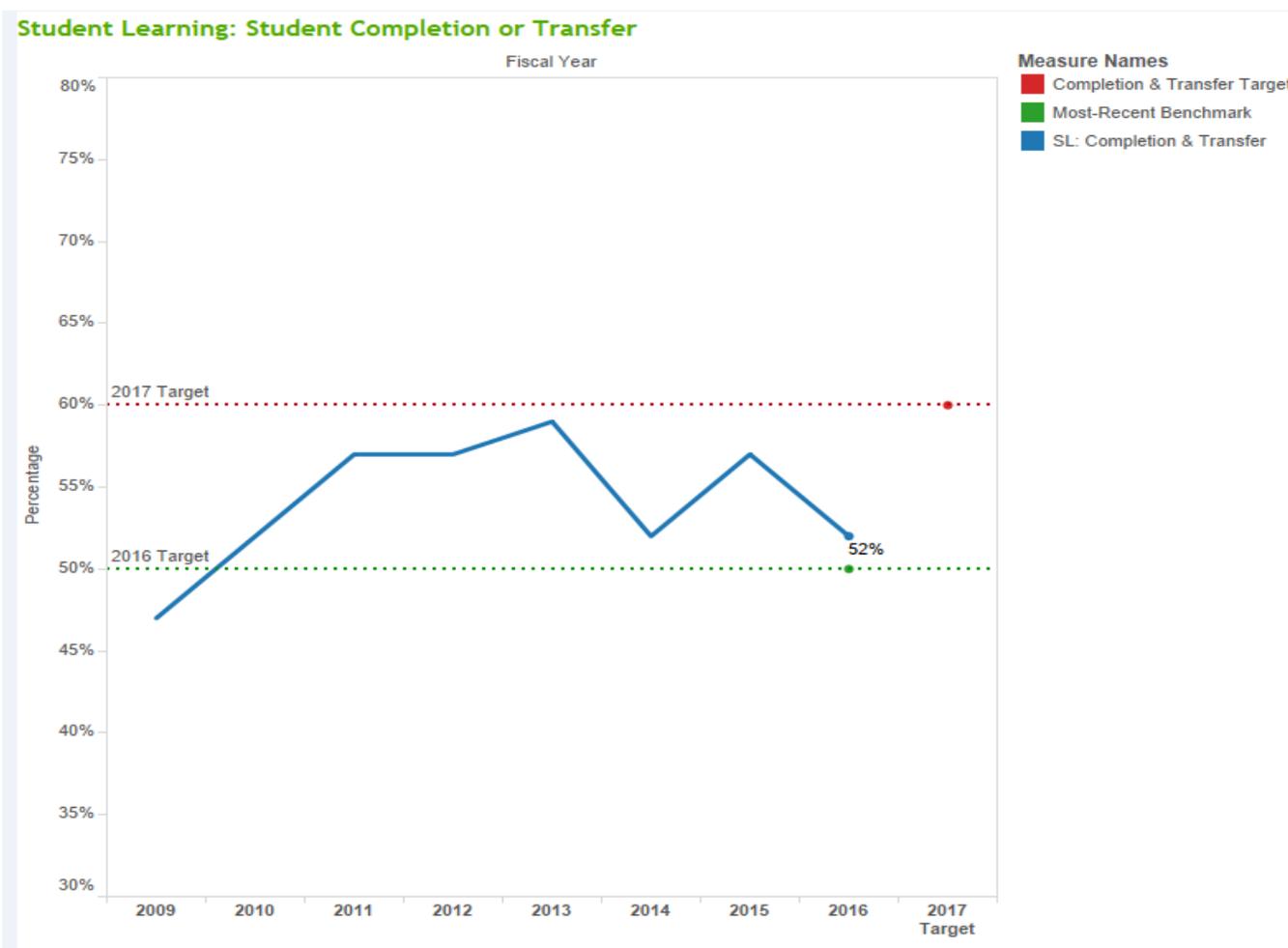
Fall to Winter Persistence: The College's student persistence rates from fall 2016 to winter 2017 remained constant with the previous year at 73%. A consistent or slightly increased metric was expected due to the increased staffing support in housing, as well as the implementation of Student Success Navigators and guided pathways.

Fall to Fall Retention: The College's retention rates from fall 2016 to fall 2017 decreased by 4% from 44% to 40%. This decline is unexpected and inconsistent with our increase in two-year completion rates. A closer review of the characteristics of the incoming cohort in fall 2016 is warranted to understand the decline and will be completed as resources are available.

Successful Completion or Transfer: The two-year completion or transfer rate of JC students who entered in fall 2014 increased 7.4% (from 24.2% to 31.6%). The six-year completion rate for JC students who entered in fall 2010 decreased 1.5% (from 52.1% to 50.6%), although an additional 1.1% still remained enrolled compared to the fall 2009 cohort. All VFA colleges had a slight decrease in their six-year results for the 2010 cohort from 48.6% to 48.4%. This result could be due to the number of students that enrolled in community colleges during the recession who demonstrated a significant need for developmental education, which would have extended the regular timeframe required for completion. However, as the economy improved, many chose to leave for employment opportunities rather than remaining to complete a credential

(*See: http://aacc.nche.edu/Publications/Reports/Documents/Trends_CC_Enrollment_Final2016.pdf*)

JC's VFA Completion Metrics

VFA Two-Year Completion Metrics					
Metric	2013	2014	2015	2016	2017 (students entering fall 2014)
Completed certificate or degree within 2 years	5.23%	3.99%	3.90%	2.80%	4.6%
Transferred to a two- or four-year institution within 2 years	19.81%	20.19%	21.50%	21.40%	27.0%
Still enrolled after 2 years	42.49%	40.72%	39.90%	40.40%	37.9%
Number of students in 2Yr Main Cohort	1475	1693	1583	1795	1750

VFA Six-Year Completion Metrics					
Metric	2013	2014	2015	2016	2017 (students entering fall 2010)
Completed certificate or degree within 6 years	20.20%	19.14%	16.60%	15.90%	15.10%
Transferred to a two or four year institution within 6 years	42.17%	47.43%	40.20%	36.20%	35.5%
Still enrolled after 6 years	6.10%	2.78%	3.40%	3.20%	4.3%
Number of students in 6Yr Main Cohort	1475	1693	1625	2406	1822

Note: Figures represent the cohort that enrolled 6 years prior to the reported year

Our continued use of data-driven decision making, stemming from our work with Achieving the Dream and Guided Pathways, position us well to improve these rates. **The College's new goals are to achieve a 90% Fall-to-Winter persistence rate, an 80% Fall-to-Fall retention rate and a 70% completion/transfer rate after 6 years, beginning with the incoming class of fall 2016.**

B. Other Key Measures of Performance:

In order to move the key performance indicators of retention and completion in the right direction, the College must also address the measures of performance and progress which precede these indicators, such as course success rates (including online course success rates) and the accomplishment of General Education Outcomes.

Jackson College requires new students, seeking to enroll in online classes, to complete an orientation to online learning, called JetReady. JetReady has 12 fully online and asynchronous components including information literacy, online library access, time management in online learning, and an evaluation of the student's current computer and web access capacity. The time required to complete the orientation ranges from 2.5 to 6 hours. Enrolling in JetReady

affords the student the opportunity to be better prepared to succeed in an online class, or to evaluate whether or not online learning is a suitable and beneficial learning mode for them. Since the most recent major revision in 2015, the JetReady orientation has been utilized by 1,146 unique students. Of these, 877 (or 76%) of enrollees complete JetReady on the first or subsequent attempt. We remain hopeful that the small increases we continue to experience in online course success rates are attributable to students being more prepared for an online course due to JetReady, as well as other students making the decision that they are not well suited for an online course.

Success Rates in Online and Hybrid Courses compared to Face-to-Face

	2013-14	2014-15	2015-16	2016-17
Face-to-Face	77%	75%	73%	79%
Hybrid	78%	78%	78%	79%
Online	68%	68%	71%	72%

Additional efforts to increase online course success rates began last summer with the development and delivery of an online instructor training program. Faculty who teach online or wish to teach online are now required to participate in it. Designed and delivered by our Instructional Designer, Brian Newberry, this program includes a review of the Course Management System (CMS) used to support online learning, via two asynchronous online modules provided by our CMS host. After completing the CMS review, participants engage in a three-week hybrid experience that includes two face-to-face meetings and two online sessions and concludes with the production and implementation of a personal action plan for online teaching. The three-week experience includes sharing ideas for teaching successfully online using the CMS tools available, developing a shared understanding of Jackson College's vision and expectations for quality education and how these factor into teaching online, and how to develop ideas for creating a quality learning environment in online classes. Additionally, the participants work to build greater competency with various video, audio, and synchronous technologies that can be useful in online classes. The final action plan that each participant develops results in identifiable improvements in the practice of teaching online, which would then be further integrated into each faculty member's portfolio and future professional development.

The College's General Education Committee and Assessment Committee have done excellent work over the last few years to shift our student learning assessment model from measuring Associate's Degree Outcomes (ADOs) to General Education Outcomes (GEOs). In 2016-17, the College began assessing for the mastery of seven GEOs. At least once over the course each academic year (either in Fall, Winter, or Spring semesters), the College will assess core competence for each of these GEOs. During 2016-2017, the overall student success rate for all GEOs reported was 88.82%. For reference, last year, the overall student success rate for ADOs reported was 87.7%.

See below for table listing the student success rate for each GEO:

General Education Outcome	Student Success Rate (across all measures)
GEO 1: Write clearly, concisely and intelligibly	90.3%
GEO 2: Speak clearly, concisely and intelligibly	92.6%
GEO 3: Demonstrate computational skills and mathematical reasoning	79.7%
GEO 4: Demonstrate scientific reasoning	88.4%
GEO 5: Understand human behavior and social systems, and the principles which govern them.	88.0%
GEO 6: Understand aesthetic experience and artistic creativity	92.2%
GEO 7: Understand and respect the diversity and interdependence of the world's peoples and cultures	93.2%

Our new GEO assessment model also assesses *contextual competence* of each GEO listed above. Contextual competence is developed over the course of a student's entire program of study. This year, the College is assessing the contextual competence of GEO 1: Write clearly, concisely, and intelligibly.

In addition, the College is committed to helping students develop three Essential Competencies including: (1) Thinking critically and act responsibly; (2) Working productively with others; and (3) Exhibiting technological literacy. These skills are embedded in each program of study, and are shaped by the program focus and the pathway within which the program is hosted. Our Assessment Committee will begin to collect data on the first Essential Competency (i.e., think critically and act responsibly) next year.

Institutional Performance Improvement Planning

Numerous strategies have been implemented, or are in process, to improve the drivers and outcomes specific to student learning. With the guidance of our Achieving the Dream coaches and our Pathways coaches, we are organizing initiatives into a student success plan focused on four primary goals: increase completion of Foundation Studies courses; increase completion of college gateway courses; increase persistence; and increase degree completion. Student success strategies that aim to achieve these goals are described below:

Blended Writing Courses: Through ATD, we learned about the Accelerated Learning Program (ALP) that initially started at the Community College of Baltimore County. The ALP co-requisite model blends developmental writing with college-level writing, meaning that students who place in developmental writing are also able to take college-level writing in the same semester. We adopted the ALP approach and called it our Blended Course (BC) model. Our BC writing courses are designed to accelerate student progress through college-level writing, and data show that they support student learning and student success. Before we adopted our BC model, we found that students who enrolled in a standalone developmental writing course had less than a 50% chance of ever enrolling in, or passing, college-level writing. With the BC model, students take developmental writing (ENG 095) concomitantly with college-level writing (ENG 131). We are proud to say that we no longer offer standalone developmental writing classes at Jackson College. Our ENG 131/091 BC is fully scaled, and our students are benefiting from enrolling in college-level writing sooner.
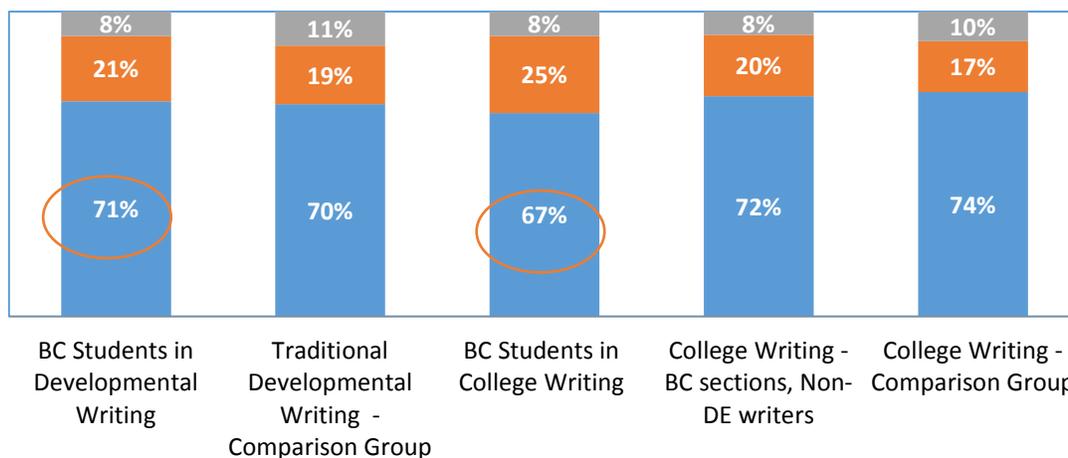
Figure 2 below shows the performance of students in writing/composition courses from fall 2011 through spring 2017. The data show that with the blended model, the BC student pass rate in developmental writing (71%) is nearly the same as the BC student pass rate in college-level writing (67%). Figure 3 also shows that students who placed in college-level writing (ENG 131) who are in the BC sections with developmental students perform nearly identically to their peers who do not take ENG 131 with developmental students (72% compared to 74%). The metric that stands out the most is that now, with our BC model fully scaled, *all* students who place in developmental writing also automatically enroll in college-level writing. They are given the chance to earn college credit sooner than they otherwise would, which saves them time and money as they pursue their academic goals. Furthermore, over the first three years of using the Blended Course model, we have seen that the co-requisite approach has been narrowing the achievement gap for students of color and low-income students receiving Pell.

Figure 2: Writing/Composition Course Success Rates

Comparison of Student Results
Academic Years of 2011-12 thru 2016-17

Legend: ■ Successful (2.0+) ■ Unsuccessful (<2.0) ■ Withdrew

	BC Students in Developmental Writing	Traditional Developmental Writing - Comparison Group	BC Students in College Writing	College Writing - BC sections, Non-DE writers	College Writing - Comparison Group
Withdrew	8%	11%	8%	8%	10%
Unsuccessful (<2.0)	21%	19%	25%	20%	17%
Successful (2.0+)	71%	70%	67%	72%	74%

It is also noteworthy that one reason for our continued success with the ENG 131/091 BC model is the ongoing professional development offered to all BC instructors (full-time and part-time). Clarinda Flannery, the lead ENG 131/091 BC faculty member, not only provides an introduction/orientation session for all instructors, she also facilitates ongoing sessions throughout the semester. Her efforts are helping to maintain the integrity, rigor, enthusiasm, and success of this model.

Quantitative Reasoning (QR): With assistance from the Dana Center at the University of Texas, Austin, JC fully scaled the QR math track in Fall 2016. Jackson's QR course, MAT 130, emphasizes analyzing, synthesizing and communicating quantitative information, and joins the other two math tracks offered at the College: Quantway (traditional algebra for calculus) and Statway (statistics). The addition of QR allows each student's math track to be fully aligned with their pathway while also meeting the requirements of their transfer institution and the demands of their eventual career.

Redesign of Developmental Math: In an ongoing effort to improve student success in mathematics, cross-disciplinary teams from JC are preparing to visit two community colleges nationally recognized for their successful redesign of math delivery systems. Both of these colleges utilize a co-requisite math model, just like our BCs, which support student learning and accelerate students through math faster and more successfully. It is often said that mathematics is a language of its own and the more contact a student has per week with any foreign language the better. With this line of thinking, all MAT 030 sections at JC have been expanded for Winter 2018 to meet four (4) times per week, with one of those meetings to include lab-based instruction. This improvement will be offered with minimal change in student costs.

Supplemental Instruction (SI): The full-time Perkins-funded position—Supplemental Support Specialist—will continue to support the initial SI deployment in math courses, while shifting focus to lab science courses as well. Specific science courses with high enrollments of students from Associate of Applied Science (A.A.S.) degree programs are being reviewed currently for the best implementation strategy.

Rapid Review Math (RRM): This initiative continues to be highly successfully in saving students both time and money enroute to completion. Data show that 56% of students who take RRM are able to test out of MAT 030 and jump into a higher level math class (see Figure 3). RRM will now also be offered as an option to students to take during the final three weeks of a semester. This will allow students the possibility of moving up a level or more in math, while still affording them the opportunity to take a full fifteen (15) week math class the following semester.

Figure 3: Rapid Review Math Results, Fall 2017

Fall 2017	# of Students	Percent
Total with Post Tests	326	
Tested into MAT 033/039	143	44%
Tested into MAT 13x	38	12%
Tested into MAT 141	2	1%
Total Testing higher than MAT 030	183	56%

American Honors: We just completed the second full year of our partnership with American Honors. Our program has repeatedly been identified as a success amongst their programs because of our flexibility and openness to innovative strategies. We have also exceeded the size of most other programs admitting a class of 100+ each year. As expected, the students participating in the program have been successful in their classes with an average GPA of 3.35 for the second cohort. Fifty-one (51) students graduated from the program in 2016. Figure 4 below lists additional student data related to American Honors.

Figure 4: American Honors Success Indicators

Semester	Retention Rate	# of Domestic Continuing Students	# of New Domestic Students	# of Continuing International Students	# of New ITNL	Total number of students
Fall to Winter	92%	76	104	8	9	197
Winter to Fall	80%	162	12	18	2	194
Fall to Fall	71%	87	29	13	3	132

Beginning next year, JC will be offering the honors program on its own rather than in collaboration with American Honors. However, we will remain as an affiliate of American Honors organization. This change will allow us to begin charging our regular tuition rates for students in the honors program along with a significantly reduced honors program fee each semester. We will also continue to have access to the numerous articulation agreements and conditional admissions agreements that have been available through the American Honors program. Any other transitions will be a seamless change for our students and our faculty.

Planned Activities for the next 12 months: All of the aforementioned strategies will be continuing throughout the next 12 months and included in our overall student success plan. We will also be focusing on fully scaling the blended reading course strategy (which is the only remaining strategy not yet at scale) and integrating it within the Pathway model to ensure all students will benefit. Similar to the BC writing model, this strategy blends developmental reading courses with college-level courses such as communications, business, and psychology. No longer are success strategies limited to small pilot groups; they are now applied to all students. Additional changes underway include the transition of the Student Success Navigator model from a generalist to a specialist model, the continued development of transfer program maps and pathways, the review of prerequisites, the increased offering of programs in an accelerated semester format, and the development and implementation of a new summer bridge program. These are described in more depth below.

Since our last report, the College has been in the process of transitioning the Student Success Navigator (SSN) model from a generalist to a program specialist model. The Navigators will continue to be trained as a generalists, but now are assigned to specific programs and the students in those programs. This will allow them to have much more personal relationships with the program faculty, program leads, and students. These changes have been requested by faculty and staff involved with the process and are a positive step towards the next phase of our pathways work.

Significant numbers of transfer program maps are under development and will be completed this year. These were selected by many faculty as part of their annual goals. The transfer maps will include not only the courses students should take during their time at Jackson College, but also those courses they should take during their third and fourth years while enrolled at their transfer institution. This will provide a seamless path for students to follow during their time at both institutions.

In collaboration with the College's Institutional Research office, instructional staff began a review of required prerequisites assigned to courses. We looked at reading, writing and math prerequisites assigned to courses and the outcomes of students successfully completing those prerequisites compared to those who did not. The intention was to determine whether some prerequisites are unnecessarily creating additional time to completion. Some early conversations began with faculty after the review of data provided by our Institutional Research Office, but much more work remains to be done this year.

This fall we began offering courses in an accelerated 7-week semester format. We pursued this approach after learning about the success rates achieved at other community colleges after they compressed their semesters down to seven- or eight-week semesters. For example, at Trident

Technical College, success rates of students in compressed courses were 16.2% higher than success rates of students in full term courses between 2006 and 2011. The ten programs we've identified to offer in an accelerated compressed 7-week semester format includes Computer Networking (A.A.S. and Certificate), Cybersecurity A.A.S., Associate of Arts, Accounting (A.A.S. and Certificate), Business Administration (A.A.S. and Certificate), as well as a Certificate in Management and a Certificate in Marketing. We are in the process of reviewing the success rates of the students enrolled in the accelerated programs as well as planning to add additional programs in the accelerated format for next year, including Advanced Manufacturing, Medical Coder/Biller and Corrections as well as a transfer program in psychology.

In addition, this year we have focused more efforts on our competency-based education (CBE) strategy. CBE empowers students (and faculty) to really focus on learning, growing, and mastering concepts and skills. Instead of being restricted by the traditional, time-based, three-credit hour class, CBE provides more flexibility to students to demonstrate mastery of competencies as they achieve them. Instead of a letter grade for a course that doesn't mean much to employers, our CBE efforts will lead to competency-based transcripts that show exactly what a student has learned and mastered while attending Jackson College. In sum, CBE will support our goals to improve student learning, retention, course success rates, and completion. Twelve faculty representing a wide range of disciplines, as well as five administrators serve on our CBE workgroup. Faculty have worked hard to break dozens of courses into competencies and are mapping and aligning assessments to measure those competencies as well. We have identified CBE as our Higher Learning Commission AQIP Action Project this year, whereby we will be breaking all courses into competencies, piloting CBE-based courses, and completing the HLC application to offer two CBE-based programs in Allied Health.

Our latest endeavor includes the development of a summer bridge program as a way to help students, who were deemed academically ineligible to live in housing, to improve their assessment scores and qualify to live in Campus View for the Fall semester. Our goal is that it will also help to build students' confidence, motivation, and skills needed to succeed in college. The availability of year-round Pell makes this type of program possible. Early planning efforts recommend a 5 ½ week program from July 9 to August 15, 2018. This start date is after the July 4th holiday and the end of the school year for Jackson County, Hillsdale County, Lenawee County, and Wayne County. Students enrolled in the "Summer JETS" program would live in Campus View housing and be able to remain in housing for the upcoming school year, if they successfully complete the program.

Conclusion

Guided by our mission, vision, values, and beliefs, the College remains totally committed to the success of our students. As evidenced by the information presented herein, there continues to be significant and comprehensive work underway across the institution that aims to address the myriad of factors that impact the success outcomes of our students. Many members of our faculty, staff and administration have been active in these efforts over the years and are dedicated to helping more and more students succeed. This year, renewed excitement exists at Jackson College, as we are scaling successful strategies that are benefiting a wider range of students and are continuing to explore new, innovative, and transformative ways to support student success.